



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

The **Charlotte Mason Digital Collection** is a not-for-profit database created in 2009-2011 to assist scholars, researchers, educators and students to discover, use, and build upon the Charlotte Mason Collection of archives, journals and books housed in the Armitt Library & Museum (UK). To learn more about this database or to search the digital collection, go to [The Charlotte Mason Digital Collection](#).

Your use of images from the **Charlotte Mason Digital Collection** is subject to a [License](#). To publish images for commercial purposes, a license fee must be submitted and permission received prior to publication. To publish or present images for non-profit purposes, the owner, Redeemer University College, must be notified at cmdc@redeemer.ca and submission of a copy of the context in which it was used also must be submitted to the owner at cmdc@redeemer.ca. Credit lines, as specified in the [License](#), must accompany both the commercial and non-profit use of each image.

Unless you have obtained prior permission, you may not download an entire issue of a journal nor may you make multiple copies of any of the digital images. Higher resolution images are available. [Low resolution (150 dpi), single copy printing is permitted: High resolution images for publication can be purchased. Please contact Redeemer University College in writing as specified in the [License](#) to request high resolution images.

While the document originals are housed in the Armitt Library & Museum, Redeemer University College owns the rights to the Digital Images (in jpg/pdf format) of the original archival documents and artifacts. The original Digital Images and database metadata are owned and maintained by Redeemer University College. Multiple images are bound together in PDF Packages. Click [here](#) to download the latest version of Adobe Reader for better viewing. In the PDF, click an image thumbnail to view it.

This project was made possible through collaboration among the [Armitt Library & Museum](#) (Ambleside, UK), [Redeemer University College](#) (Ancaster, Canada) and the [University of Cumbria](#) (UK) and with the financial assistance of the [Social Sciences and Humanities Research Council of Canada](#).

Need help? If you do **not** see a side-bar with image thumbnails:

Some of the PDF packages are large and will take some time to download. A very large PDF package may open more successfully if you download it first to your desktop. (From inside the database record, right-click on the link to the PDF package and save the link to your desktop.) Once it's on your desktop, you can open it up with a recent version of [Adobe Reader](#).

If you have a Macintosh with Safari, the default program to open PDFs is Preview, which does not open the PDF packets. Mac users need to download [Adobe Reader](#). If this cover page appears without a list of PDF files (either at the side or bottom of the screen), look for a paper clip or a menu option to view attachments. If you click that, you should see a list of the pages in the PDF package.

Viewing files with Linux: This works with the default PDF viewer that comes pre-installed with Ubuntu. While viewing this cover page in the PDF viewer, click "View" on the top toolbar, and check the box that says "Side Panel". That will bring up the side panel. The side panel will show only this cover page. Click the 'arrow' at the top of the side panel, and it will give you the option to view "attachments." If you click that, you should see a list of PDF files, which are the pages in the PDF package.

chief characteristic of which is that it forms a conical disk. Though, personally, I'm not large, yet some of my relations (I belong to the Fucaceæ) are the giants of the seaweed world. I'm doing a great kindness in making a garden out of this crab's back, for, you see, disguised in this way, he escapes many foes who might otherwise attack him. It's a regular family trick the crabs have of dressing themselves up in whatever seaweed is most abundant near them. Our chief food consists of soda and iodine. Oh! dear, the tide is going out, and I must go too; good-night."

QUESTIONS.

1. Describe what you mean by a true water plant.
2. Why is the Water-Soldier not a true water plant?
3. What is the difference between an amphibious plant and a marsh plant?
4. What do you understand by a deciduous root?
5. Tell me the names of some marine hydrophytes.
6. What is their principal food?

Answers to be sent in by 27th inst., to Miss P. Allen, Ileden, Bonchurch, I.W.

Answers have been received from the following members, to whom marks have been awarded accordingly:—

Div. I. Jessie Vickers (6), Winifred Grice (5), Mary Ashwell (5), Millicent Ashwell (5), Faith Venables (6), Joan Campion (5), May Lewis (4), Madeline Graham Watson (6), Margaret Bulley (5), Bernard Ward (5), Susan Venables (6), Alexander Colles (4), Eileen Colles (6). *Div. II.* Lilius Summers (6), Edith Samuel (6), Maud Vickers (6), Esmé Graham Watson (6), Rhoda Goddard (3), Clare Pelly (4), Phyllis Murray (4), Dorothy Senior (5), Georgina Smith (4), Kathleen Hosking (3), Iole Mac Donnell (4), Vera Dawson (5), Dorothea Steinthal (4), Meta Colles (6). *Div. III.* Kathleen Sandbach (6), Hester Sandbach (6), Eva Hudson (5), Emily Vickers (6), Jack Vickers (6), Marjorie Halford (for two papers) (10), Janet Brooke (6), Dorothy Ker (3), Cicely Foster (6), Esther MacNeill (5), Jessie Smith (4), Dorothy Mayall (5), Dorothy Yeo (5), Kathleen Colles (3), Eric Steinthal (5), Paul Steinthal (5).

PARENTS' NATIONAL EDUCATIONAL UNION.

REPORT OF THE ANNUAL MEETING.

THE Annual Meeting of the Parents' Educational Union was held on Thursday afternoon, June 27th, at London House, 32, St. James' Square, by kind permission of the Bishop of London. In spite of the oppressive heat, there was a large attendance. The chair was taken by the Right Hon. the Earl of Meath, President of the Society, (see page 401). Letters regretting inability to attend the Meeting were read by Dr. Schofield from Dr. Butler, Master of Trinity College, Cambridge, Miss Rose Adams, Miss Franks, the Rev. Prebendary Webb Peploe, from the Head Master of Dulwich College and from Canon Eyton.

Mr. Henry Perrin having read the Report of the work done during the past year, Mr. Oscar Browning moved its adoption.

Although he had been engaged, he said, in the work of education for some time, it had been with the male sex, with boys from fourteen upwards, and with young men at the University. He had had very little experience of that earlier education which particularly belongs to a mother. Still he would like to say a few words in regard to the training of the young. For at the present moment there seems to be a distrust as to the possibility of making much difference by education, and a difficulty in distinguishing methods which are scientific and which are unscientific. But if a child is to be scientifically trained it must be begun by the mother. The mind grows of itself; it cannot be conformed to a particular pattern; it has to be stimulated in order to grow. It is perfectly impossible to produce any effect upon the mind unless what is taught is in harmony with it. Formerly much used to be said about mental discipline and mental gymnastics, things all very well in their way; but it is only possible to train the mind by seconding its efforts. As to moral education, that is sure to be more satisfactory if it is built upon an intellectual basis.

Dr. Schofield, in seconding the adoption of the Report, passed in review the progress that has been made by the Parents' Union. It had escaped one danger into which it had almost fallen. They had come very near to adopting a cast iron creed. In other words, an effort had been made to induce them to follow closely the principles of certain educational

leaders. For his part, he believed that such a policy would stunt the free growth of the Society, as it would make them the less ready to consider freely new ideas and methods.

Dr. Shuttleworth (Royal Albert Asylum, Lancashire) supported the adoption of the Report.

Report adopted unanimously.

Miss Charlotte Mason, who upon rising was loudly cheered, said that each Annual Meeting was more pleasant than the preceding, for year by year they had struck their roots deeper, and spread them more broadly. The broad character of their educational principles, and their somewhat elastic bonds had already been dwelt upon. Perhaps they could not now do better than repeat the formula on which the P.N.E.U. rested. Education was an atmosphere, a discipline, and a life. By atmosphere they did not mean surroundings of æsthetic beauty, an external harmony. Not at all. It was something more than that. Children have to live in the atmosphere which emanates from their parents, and from the friends of their parents. Discipline does not consist in sending Tommy when he is naughty to bed. Punishment is necessary, if only to vindicate the majesty of the law. A child should see that its mother or father is offended by wrong doing; and an averted countenance is a severe trial to many little ones. But discipline means more than this; it aims at the formation of the habits of the good life. Again, Education is a life; its proper nutriment must be supplied to the mind; the mind will avail itself of such part of this food supply as it can best use with advantage, and will reject the rest. This nutriment or sustenance is ideas, which should supply—(1) the right moral impulse, (2) the intellectual impulse, (3) the right spiritual impulse. Parents and those responsible for the training of the young, must labour to impart these ideas at fit times, in few words, regularly and frequently. [Cheers] This familiar summary of the aims of education, indicates broadly the work that we of the *Parents' National Educational Union* lay ourselves out to effect, and perhaps there never was a time when the duty of propagandism, after that of individual effort, should come more home to everyone of us.

A vote of thanks to the chair, moved by Mrs. Franklin, of the Bayswater Branch, was carried with acclamation.

OUR WORK.

House of Education.—Mr. Rooper paid his visit on Saturday, July 6th, The outgoing students taught before him, and though of course we do not know the marks that each student received, the Inspector's sympathy and appreciation were very cheering. We hope later to publish his report. The outgoing students are looking forward with keen interest to their work. The Sloyd Examination is going on as we write. The House of Education is, we believe, the only Teachers' Training College in existence which sends its students in for an examination in Arts and Crafts.

In lieu of a visit which she has not been able to manage as yet this year, our Lady Visitor sent the following letter to the students. We venture to publish it, though without permission, because we know the ex-students will be keenly interested to read these words from a lady who has gained so warm a place in their affections:—

MY DEAR STUDENTS,—Up till last week I hoped that I might have spent two days with you this summer, and thus learnt to know those of you who are leaving at the end of the term, but circumstances have made a visit to Ambleside impossible just now, though I still hope to see some of you in the autumn if it suits our Principal to have me then.

I am unwilling that any of you should leave the House of Education without my having come into touch with you, at least in so far as to assure you that I am interested in each one of you personally, and that I shall count it a privilege to know you if circumstances should bring us together.

I am writing this note to you at six a.m. on Sunday morning in the train *en route* from Bourges to Châtres, where I hope to arrive in time for prayer in the glorious cathedral.

The House of Education will be my special subject of intercession there, and it is for this reason that I am writing to you now. God grant to each one of you, in the valuable work for which you are preparing yourselves, that singleness of aim and devotion of heart that may best sanctify all the aspirations of your life, and save you from the frittered and wasted efforts of a will lacking true inspiration, and seeking its own rather than God's glory.

Among the many and varied impressions which have enriched my six weeks' tour, I have realized very vividly the lesson taught alike in stone and canvas, that all that is greatest in art has been the outcome of the pure spirit, and that in proportion as ideals grew more complicated because more subjective, the strength which should have been consecrated to unity and simplicity of outline became frittered in detail, and therefore lacked true grandeur.

Of course wealth of resource and intensity of feeling are precious elements supplying rhythm and colour in work, but they are only valuable in proportion as they are subservient to the great outline, and serve to emphasize and interpret rather than to overwhelm it.